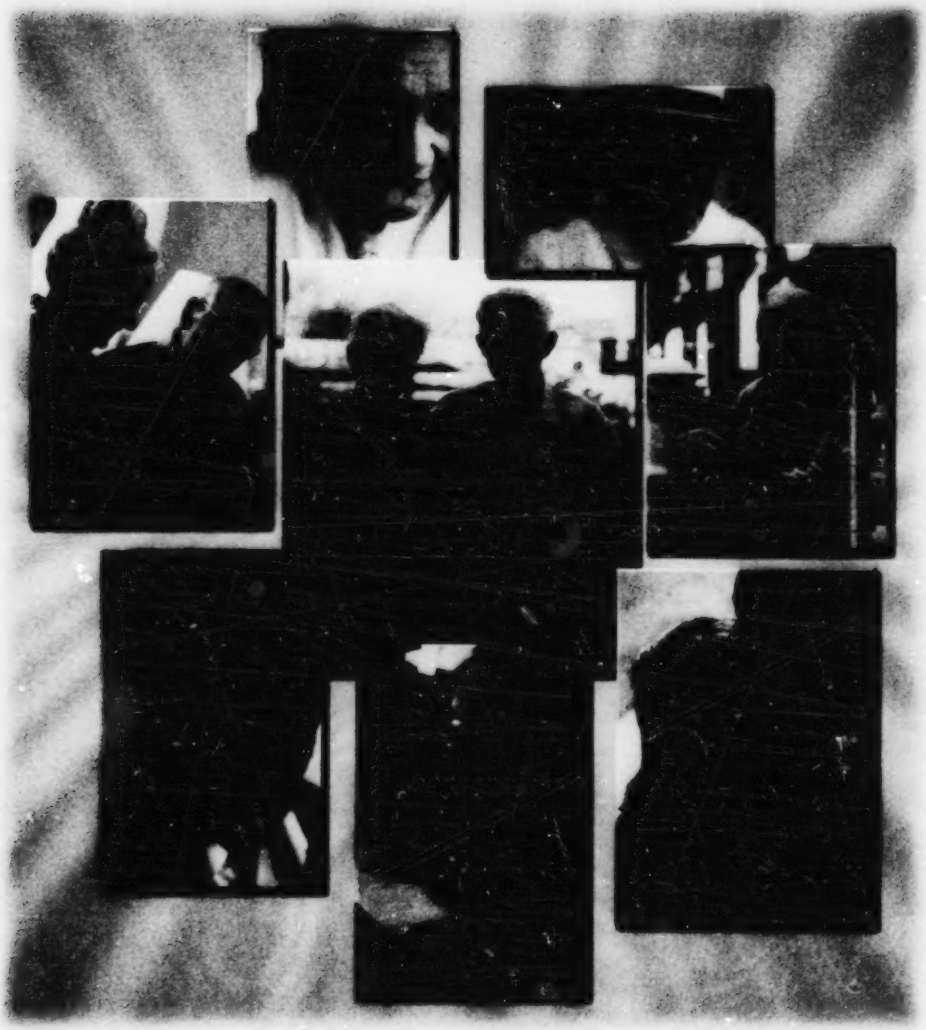
A Practical Guide for
Intergovernmental Partnerships



An example from the

Integrated Services for Seniors and Veterans Project
Prince Edward Island

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A Practical Guide for *Intergovernmental Partnerships*

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Prince Edward Island CANADA
Health and Social Services

The City of Charlottetown

Queens Region Health and Community Services

Integrated Services for Seniors and Veterans Project
Prince Edward Island

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Project partners included Government of Canada Departments of Veterans Affairs and Human Resources Development as well as the Prince Edward Island Department of Health and Social Services, Queens Region Health, and the City of Charlottetown.

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Chapter 1: Introduction to the Guide

Purpose

The purpose of this manual is to provide the reader with a practical blend of theory and practice in the form of an example of intergovernmental partnership around services for seniors.

Format: Combining Theory and Practice

This manual is designed to give you an overview of the theory underlying successful partnerships and an example of the practice of the partnership model in an intergovernmental context. Chapters 2 through 5 give details on both the theory and the practice. However, some readers may want a snapshot version of the manual. This snapshot is placed at the conclusion of the Introduction Chapter and provides an overview of Critical Points in Partnerships and how the ISSV project addressed these pressure points.

Chapter 2 is a synopsis of the Integrated Services for Seniors and Veterans project in Prince Edward Island. It also provides an introduction to the unique and common aspects of intergovernmental as compared to other kinds of partnerships.

Chapter 3 is an overview of some key elements in partnership models along with consideration of how to use the elements to work through challenges as they occur.

Chapter 4 is an example of the steps involved in making an intergovernmental partnership work for Integrated Services for Seniors and Veterans in Prince Edward Island. Three steps along the path to partnership are explained. Step 1 profiles partnership beginnings, Step 2 highlights the partnership in action, and Step 3 deals with monitoring the partnership. At each step, examples of tools and checklists are included which others may find helpful in their partnership work.

Chapter 5 is the conclusion and outlines critical issues along the partnership path.

Who Can Benefit

Anyone interested in applying the concept of intergovernmental partnerships can benefit from studying and understanding the Prince Edward Island example.

Limitations (Caveats)

This is not meant as a cookbook. Partnerships are as much about learning what is unique to your situation as they are about applying the lessons that others have learned. This manual is designed as a practical blend of both triumphs and challenges in intergovernmental partnerships. It is an example of how the partnership model was used in a specific context. Parts of it will be relevant to other jurisdictions. Use what is helpful.

Snapshot of the Manual

Critical points in partnerships:	How the ISSV project addressed it:
Point 1: Identify the problem and do research to learn about the common links around the problem. Refine your vision of the problem based on the research.	The ISSV partnership began with a growing awareness that seniors and veterans were being inconvenienced by the way in which service delivery was structured across government jurisdictions. A feasibility study identified some of the areas of overlap and duplication for service delivery to seniors and veterans.

Pitfalls: *Without the research you run the risk of not fully comprehending the issue and hence forming a solution but to the wrong problem.*

Point 2: Pragmatic pieces: who should partner based on the research? Identify the common links among potential partners. What are the reasons driving the partnership? Who needs to be part of the work? Revisit your vision based on the pragmatics of the work.	The ISSV project began with a goal of streamlining service delivery for seniors and veterans. From the research, there was a grassroots appreciation of how clients use the services. Based on this research, the project leaders invited who they determined to be the most appropriate partners to collaborate in the project.

Pitfalls: *Without the preliminary work of identifying the pragmatic pieces in the partnership, there will be a sense of lost project momentum when the committee needs to regroup. This creates frustration and can detract from commitment.*

Critical points in partnerships:	How the ISSV project addressed it:
Point 3: Form a working structure based on each partners' needs. Because federal, provincial, and regional governments have different reporting structures, lines of accountability and authority need to be a central consideration for how the project management is structured.	The senior most decision maker required to move the project ahead is required at the steering committee level. The working group level was used to provide practical guidance and assistance with communication amongst various departments. The site coordinators and project leader managed day to day work of the partnership project moving it along the way to its goals.

Pitfalls: *It is not a numbers game for representation, but rather a balancing of who needs to be present to give the right level of input and authority to keep the project on track. Valuable momentum can be lost when the right players are not at the table to smooth the way for the project.*

Point 4: Take precaution in your search for funding sources.	Finding the right match between the project goals and a funding mechanism was a challenge. The project leaders found the match between the goals and objectives of Service Canada and their own vision.

Pitfalls: *Keep your eyes on the prize: achieving your project's goals and objectives. The nature of funding from external sources will always have a tendency to pull you off course. Don't apply for funding that does not move you tangibly toward your project goals.*

Chapter 2: Introduction to Intergovernmental Partnerships

Since the impetus for this guide emerged from the knowledge gained through the Integrated Services for Seniors and Veterans project in Prince Edward Island, we thought it helpful to give a condensed overview of the project.

Project Synopsis

The Integrated Services for Seniors and Veterans project emerged from a feasibility study that recommended moving toward integration of federal/provincial/municipal services for seniors and veterans in Prince Edward Island (PEI). The feasibility study team recommended steps to enhance basic communication and coordination among the partners prior to consideration of service integration. The partners in the project are Veterans Affairs Canada, PEI Department of Health and Social Services, Queens Health Region, Human Resources Development Canada, and the City of Charlottetown.

All the partners have seniors and veterans as common clients. In serving their respective clients, the partners carry out similar and apparently duplicate practices. The guiding vision for the project is to first understand how the respective government systems fit together. This helps to determine where and whether practices duplicate, where they are different, and where the potential exists for streamlining. Streamlining access to services improves both staff and client experiences within the respective systems.

The penultimate goal is to increase knowledge among the partners and thereby expand the various systems' capacities to collaborate in delivery of services. This collaborative approach to service delivery will decrease duplication, streamline access to services for clients, and perhaps take the partners toward a single point of entry for clients. To the extent that human resources, knowledge, and expertise become shared across jurisdictions, the cost-effectiveness of the services can be maximized.

What makes the PEI Integrated Services for Seniors and Veterans project innovative is the approach to multiple layers of the government partnership. At each level of the project structure care was taken to have the most appropriate representative(s) from each level of government. The partners represent three levels of government, federal, provincial, and municipal.

Figure 1 outlines the project structure. Representation at each level of the project was geared toward ensuring the most appropriate representative(s) was in place to enable the project to proceed. Thus the steering committee and working group required different government enablers to keep the project moving and this representation was not identical across all three government jurisdictions. This is important. The numbers do not need to be balanced, rather the necessary representatives for accountability and authority need to be in place.

The partnership starts on the level of senior management on the steering committee, then follows through to a working group who give advice to the project manager and site coordinators who animate the project for the front line service staff. In turn, staff, together with the site coordinators, provide feedback and suggestions to improve the front line service to make the vision of integrated services work for the clients.

The partnership is negotiated at every layer of the project, steering committee, working group, site coordinators, and front line staff. Challenges to the partnership arise at all layers.

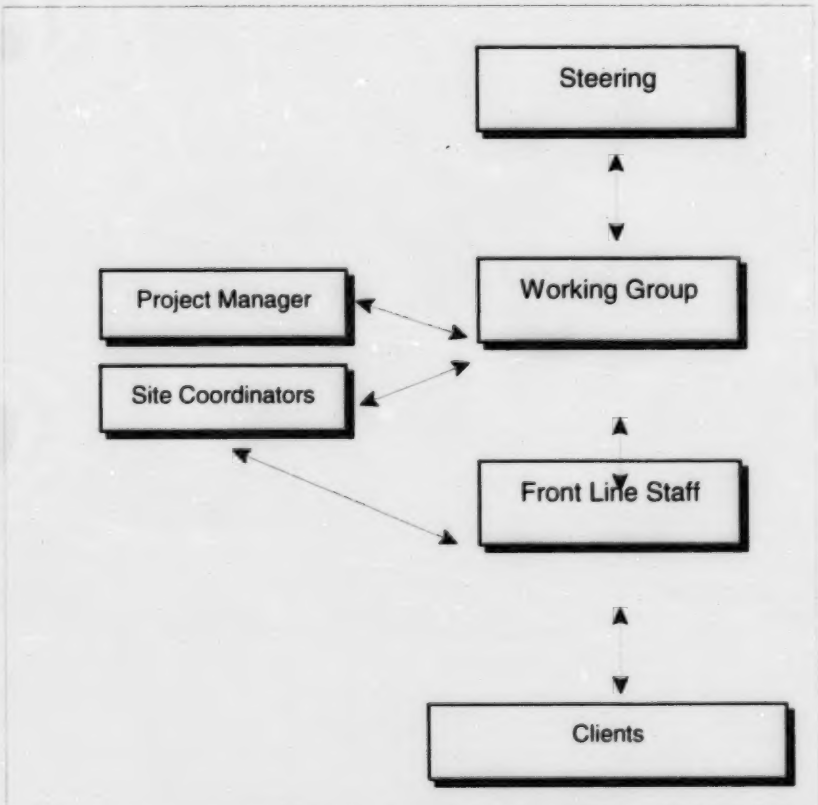

Figure 1: Integrated Services for Seniors and Veterans Project structure.

Intergovernmental partnerships are similar to other kinds of partnerships

Genuine partnerships are formed from and are sustained by the belief that working together is more effective that working in isolation. With this in mind, partnerships will always be about increasing knowledge among the various players and the capacity to accomplish shared goals.

Partnerships are ultimately about people and how we work together. They are not about infrastructure or technology. Granted, infrastructure and technology become important considerations in the logistical functioning of partnerships. However, the ultimate evaluation of a partnership will rest with the people involved in the work and whether they see gains toward their objectives through collaboration.

A partnership can only be sustained by a specific reason to work together. Thus all collaborations require a shared purpose and set of goals. Without common ground there is no basis upon which to build. This commonality becomes important as members in the partnership attempt to work through the challenges and resolve the barriers they will encounter along the way.

One of the key challenges for any partnership is how to acknowledge and work through the power relationships inherent in the relationship. Part of working through issues of power is explicit communication about risks, roles, and responsibilities. Each partner must identify risks and responsibilities for their involvement in the joint venture. They must also identify the resources that they bring and that they require to work effectively.

Effective partnerships are defined as those which accomplish their goals and leave their members with enhanced knowledge and capacity to move on to the next steps. Thus partnerships should be evaluated and, as a result, change or come to closure once goals have been accomplished.

Intergovernmental partnerships have unique challenges

Government systems each have their own culture, lines of authority and reporting relationships. These structures are in place to ensure accountability for public funds. However, these unique lines of accountability with each government system mean additional challenges for partnering. These challenges center around power sharing and communication.

Sharing power means sharing ownership and responsibility for the project. This is made explicit in how the project is managed. Joint project management signifies the opportunity for power sharing. Specifically, unless the right mix of representatives with the necessary and sufficient level of authority is at the table, the partnership process will stall. The partnership also stalls if the logistics of the partnership are not understood at the grass roots level of the respective systems. Thus representatives are also needed from the front lines.

Another challenge is around communication. Government systems sometimes use similar words but have different understandings of what these words signify. It is helpful to draw attention to these potential communication pitfalls in the developmental phases of the partnership and to practice checking for understanding as a regular part of every meeting.

Specific team building exercises that examine the culture of intergovernmental partnerships can make individuals in the partnership more aware of their differences. Awareness instills a higher level of comfort in communication.

Practicing the identification of pitfalls early in the team building process can facilitate problem solving later around issues that could threaten the work of the project. Practicing how to identify gaps in understanding and initiating a discussion for clarification are practical ways to keep communication flowing.

Chapter 3: Five Elements of Partnership Models

There are at least five elements that partnership models promote as integral to success[1].

They include:

Element 1. Establishing a common vision and set of goals for the work,

Element 2. Understanding and using one's power to move the joint initiative toward the goals,

Element 3. Increasing capacity amongst the collaborating players at all levels of the project,

Element 4. Evaluating the process and outcomes of the initiative, and

Element 5. Making decisions based on the implications of the evidence to change, sustain, or close the partnership.

Figure 2 shows how the elements work together in cyclical fashion. However, for clarity in presentation, the elements will be discussed sequentially.

While these 5 elements are relevant throughout the partnership, at different points some become more prominent considerations. The next chapter, illustrates this process using the ISSV project as an example.

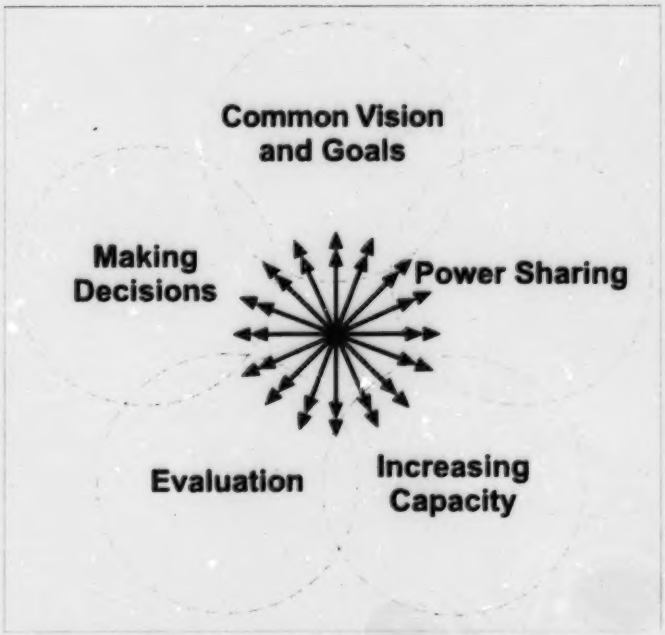

Figure 2: The five elements of a successful partnership.

Elements are also revisted throughout the partnership process when the need arises. Thus it is expected that a common vision and set of goals are initially worked through along with power sharing. However, as the collaborative efforts move to action around increasing capacity, the vision and goals may be fine tuned or shifted as new evidence comes through monitoring the partnership with evaluation. A shift in the vision and goals requires a reworking of power sharing issues. And so the cycle continues. For the remainder of this chapter, each element will be discussed in detail.

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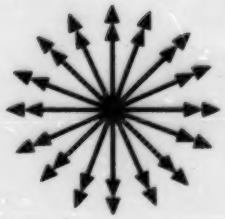
[1]Model adapted from two sources: Community Mobilization for Health Promotion: A Practical Guide and the Partnership Handbook



Element 1

Common Vision and Goals

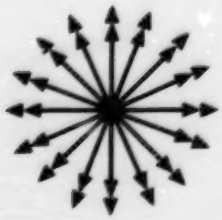
This can best be summarized as "Knowing what we want to do and making a plan to do it."

Perhaps the most important and sustaining reason for a group to work together is the growing knowledge they have areas of overlap and that there is potential to share strengths and resources. This awareness of common ground is used to build a common vision to guide the partnership. The key term here is 'build' a common vision. Likely there will be an initiating organization that will take the lead, but until and unless the vision is constructed amongst the various partners, it can not be identified as a common one.
In building a common vision and articulating it to others, the partnership will need to flex until the right players are around the table. This means that considerable ground work needs to go into building this initial element.

Often research can be an effective stimulus for groups to examine their partnership potential. Going beyond anecdotal accounts to conducting a feasibility study is a key way to form the evidential cornerstone for partnership beginnings.

In the initial steps of the partnership, it is important to set clear goals that are linked to the vision. This provides a stable base for the work of the partnership. However this should not be treated as a static process. In fact, as the partnership moves from its first tentative considerations to greater cohesion, the vision and goals will likely be revisted to ensure that the overall direction is clear and important to all the partners.

The other aspect of articulating a common vision and goals is the opportunity for enhancing each partner's ownership of the project. Ownership is central to the next element, power sharing.



Element 2

Power Sharing ~ risk, responsibility and resources

This can best be summarized as "Deciding who will do what to benefit the partnership."

Power, a central part of every relationship, is not usually equal. This has both positive and negative implications. Partnerships can combine the power of individuals and organizations to move the project toward mutually agreed upon goals.

An open and straightforward discussion of the different types of power that each member brings to the relationship is an excellent way to acknowledge the strengths and the potential of the partnership. This ideal becomes more challenging the greater the power disequilibrium among the various players in the initiative. Discussions early in the partnership help to avoid and later resolve issues and conflicts that arise from the use of power.

Power is shared where all partners are involved in contributing to the overall project. The contribution is through each partner's sharing in the risks, responsibilities, and resources to move the project toward its goals. By participating in power sharing amongst all the partners, the ownership of the project is further enhanced.

Central to power sharing is communication. Clear communication about each partner's stake in the work includes trust that information can and will be shared to benefit the overall project.

Power mapping organizational and personal assets involves answering key questions. Figures 3 and 4 illustrate the power mapping exercises. *Full page copies of these figures are included in Appendix H.*

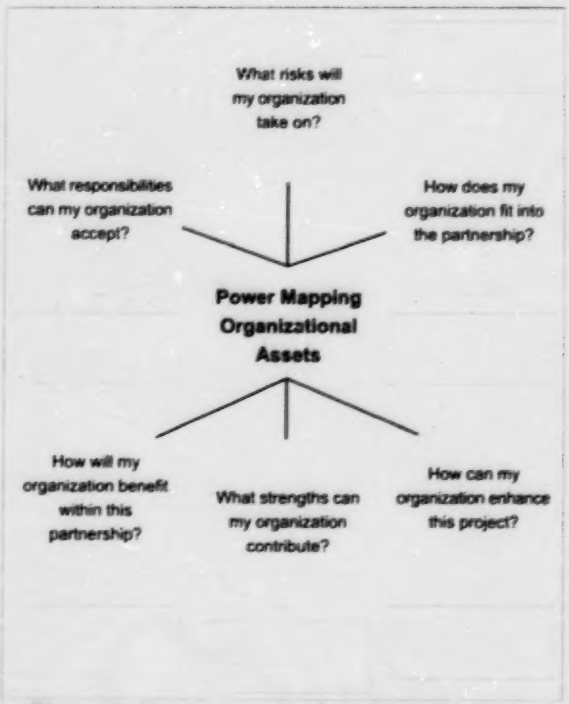

What risks will my organization take on?
What responsibilities can my organization accept?
How does my organization fit into the partnership?
Power Mapping Organizational Assets
How will my organization benefit within this partnership?
What strengths can my organization contribute?
How can my organization enhance this project?

Figure 3: Power mapping organizational assets

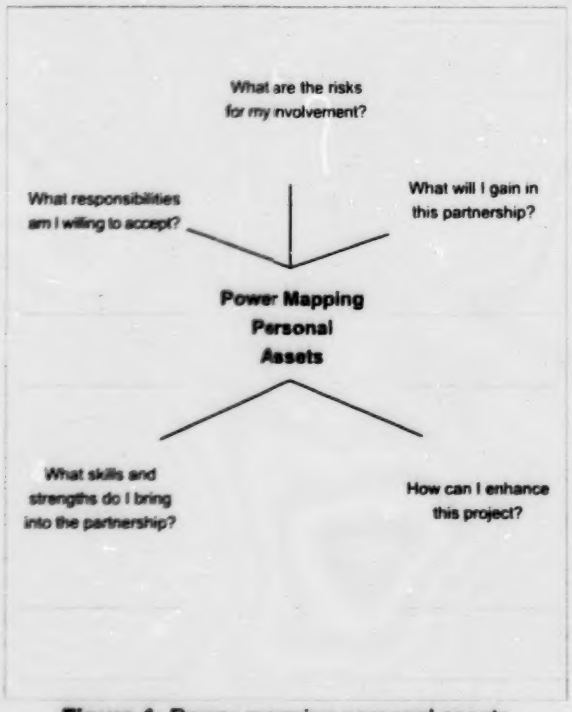
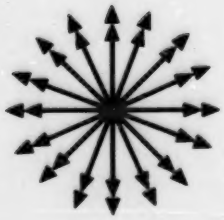

What are the risks for my involvement?
What responsibilities am I willing to accept?
What will I gain in this partnership?
Power Mapping Personal Assets
What skills and strengths do I bring into the partnership?
How can I enhance this project?

Figure 4: Power mapping personal assets



Element 3

Increasing Capacity

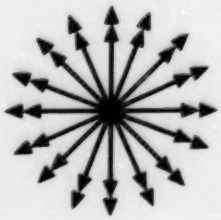
This can best be summarized as, "Deciding how, when, and what kinds of training will benefit the partnership."

Training should be geared toward a clear assessment of what the partnership group needs to accomplish the goals of the project. If the project has several layers, then attention should be paid to the differing training needs of each layer.

The management of the partnership requires basic skills and these are listed below. Depending upon the strengths of the individuals and organizations within the partnership, training can occur from within the partnership or outside expertise may be required to ensure the management group has the right mix of skills. Training can be formal or informal. The most important aspect is to ensure the training occurs in a way and at the point where it can be used.

Some skills needed for partnering

- Leadership / Partnership management skills
- Group processes and team building within the context of the environment of the partnership
- Planning, time, financial management skills
- Evaluation skills
- Communication, problem solving, conflict resolution, negotiation skills
- Managing outside help
- Stress management



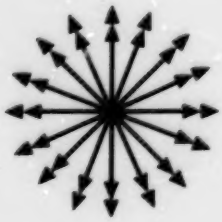
Element 4

Evaluation

This can best be summarized as, "Deciding what success would look like, what information you would need to measure it, and how you would collect and analyze that information."

Unless you evaluate your project, you will not recognize success nor be able to communicate it clearly to others. Evaluation examines both the process for the partnership as well as the outcomes. Thus evaluation begins with the formation of the partnership and follows through until the project has concluded.

There are no rules around who should evaluate the project. There are advantages and disadvantages to both external and internal evaluators. The bottom line is to ensure your evaluation is completed by qualified individuals who systematically provide evidence to guide your work toward project objectives. The key is to discuss options for evaluation early with the partners to ensure you agree on the best practice for evaluation in your project.



Element 5

Making Decisions

This can best be summarized as, "Using the evidence from evaluation to make informed decisions about the partnership."

Tied to evaluation is the process for incorporating changes into the partnership based on the lessons learned through evaluating the work.

Discussions about what sustainability means post project should be a part of discussions throughout the partnership. Having a common understanding of how to approach sustainability will facilitate its incorporation into the work plan.

When goals have been reached, acknowledgment and celebration are important. Once the purpose for the partnership has been satisfied, then a review of and recognition of the partnerships' accomplishment is important. This acknowledgment creates satisfaction but it also provides an opportunity for further relationships.

Closure can occur around goals as well as around partnerships. Regardless of whether you are terminating the partnership or moving on to other goals, review the partnership's impact.

Partnership challenges

Regardless the partnership, it will encounter barriers and challenges. These challenges can often be traced back to key elements in the model that need to be worked through again, or perhaps had not been addressed in earlier phases of the partnership founding. When your relationships run into challenges, examine and discuss the key elements in light of your presenting difficulty. It may be helpful to take each of the key elements in turn and discuss them with a view to checking or diagnosing problems.

Some sample discussion questions which tap into the key elements might include:

- Element 1. How do the original vision and set of goals fit with the current work of the partnership?
- Element 2. How are we sharing the risks and responsibilities of moving the project forward
- Element 3. How are we enhancing the skills and resources of the various players in the partnership to move the project along?
- Element 4. How are we assessing and evaluating our progress?
- Element 5. How are we using the evaluation information to make decisions?

Conclusion

These five elements are built, evaluated, and changed over time as issues arise to challenge the coherence of the joint venture. At various times throughout the relationship, elements will be revisited with an opportunity to enhance the capacity of the partners to achieve their vision. The next section of the manual provides an example based on the Integrated Services for Seniors and Veterans project of how to build and monitor a partnership in three steps. The elements play various roles and levels of salience as the collaboration works itself into practice. Thus successful partnerships will allow and promote flexibility in the cycle of the elements depending upon the emergent challenge.

In the following chapter, we will examine how these elements fit into the steps of building a partnership.

Chapter 4: Putting it All Together ~ Three Steps in Partnership Development

The previous chapter outlined five elements necessary in any partnership. However, these elements tend to become salient at key points in the partnership process.

In this section we will put the theory together with an example from the Integrated Services for Seniors and Veterans project in Prince Edward Island. Using this example, we will show how to build a partnership through the elements.

The chapter is broken into the three steps in developing a partnership. Step one profiles the partnership beginnings using the first two elements as prominent considerations. Step two highlights the partnership in action building substantially upon the third element. Step three culminates in the monitoring aspect of partnerships illustrating the fourth and fifth elements in this process.

Step One: Partnership Beginnings

As figure 5 shows, at the outset, the first two elements are central drivers in the partnership process. The first element, creating a common vision and goals, goes hand in hand with the second element, holding frank discussions around power issues. These two cornerstone elements form the partnership base.

Figure 5: Partnership Beginnings

Element 1: Vision

The Integrated Services for Seniors and Veterans project used research to inform its vision. As the problem of service duplication went from an anecdotal to an evidential basis through a feasibility study, the key players were invited to the table to discuss the best way to proceed. Meetings were held with partners to work on building relationships and support for the project. Emphasis was on assuring a common vision across the partners and building agreement for goals and expected outcomes. The relationships were formalized through several documents and agreements signed by the partners.

> *"Research was used to inform the vision of better access to services for seniors and veterans."*

Key to a partnership will be a common vision to focus the efforts of the group. Driving the vision for the ISSV partnership was the recognition of the need to simplify and streamline clients' access to services. The vision emerged through a concrete recognition that clients were being assessed repeatedly due to jurisdictional issues. This duplication of information gathering was making access to services a cumbersome process for clients and their families.

In the case of the ISSV project, the vision needed to be developed across three layers of the partnership. Figure 1 on page 4 outlines these layers. The layers included the project steering committee, the working group led by the project manager and site coordinators, and the front line staff of the respective jurisdictions.

The steering committee was established before the project commenced and representative members were identified by position in the funding proposal. Their role was to advise, provide guidance and direction, and approve/endorse the work of the project. The steering committee was key to ensure support at the highest level of jurisdiction for improving the system. Support at the level of top managers ensured that the project would have the people and resources necessary to carry the project through. Senior level leaders are needed to create the environment for success.

The first three months of the project focused mainly on developing the infrastructure and supports to manage it. The project was managed by a steering committee, a working group, a project manager, and three site coordinators. Throughout the founding period, the vision and goals for the project were refined.

Element 1: Goals

> *"Now that we have this shared vision, what goals and objectives can we put in place to achieve this vision?"*

The partnership process requires the articulation of common goals arising from the vision. This is often a cyclical process in the founding of the partnership and refinement is to be an expected part of the goal setting process.

The partnership goals were articulated to operationalize the vision. The ISSV partnership goals were to:

- improve services and delivery of services to seniors and veterans in PEI,
- eliminate overlap and duplication in processes associated with service access, and
- explore the options for an integrated approach to service delivery.

With these goals agreed upon as the way to move the project toward its vision, the partners needed to find the resources to actualize their project. Funding sources come with their own criteria. The key is to assure the project goals can be met while achieving the goals set forth by a funding agency. This will challenge any partnership.

> *"Funding Sources come with their own criteria. Ensure there is a fair match between your partnership goals and the potential funder's goals."*

Funding for the Integrated Services for Seniors and Veterans project came through Service Canada. The initial mandate from Service Canada was to establish a common access point for services. However, the partners, local directors in each government jurisdiction, preferred a different approach to streamline access to services. The focus for the local implementation of the Service Canada philosophy was upon creating staff infrastructure and support for streamlining access to services. There was and continues to be discussion about the feasibility of a common service point.

Every project's management group should evaluate the funder's criteria against their project goals. The ISSV project's management deemed Service Canada's criteria to be aligned with their goals and it was decided to pursue funding. However, this is a cautionary point for any partnership. Keeping your partnership's goals and vision clearly in view to evaluate the funder's goals will help to ensure that your project maintains its partnership base.

> *"Remember the key to a partnership is working together toward a shared vision and set of goals. If the work moves too far from the common vision, you risk your partnership relationships."*

Service Canada had three goals for their funding of the Integrated Services for Seniors and Veterans project in Prince Edward Island.

Service Canada Goal 1:

To establish a competent and motivated staff delivering quality services in accordance with the Service Canada philosophy.

The local solution to the challenges associated with integrating service access to seniors and veterans in PEI was to work with front line staff. Led by the working group, staff across the jurisdictions identified opportunities for integration. They examined ways to share assessment tools, discussed how best to improve communications across jurisdictions and looked for ways to address challenges and barriers to integrating services. This Service Canada goal fit well with the objectives of the local partnership.

The project's approach to involving front line staff in the vision and goals of the project was based on an interactive workshop where role playing was used to highlight the experiences of seniors and veterans in accessing services in a multi-jurisdictional context. Staff indicated a high degree of understanding and endorsement of the project's goals and they felt their input was valued in the partnership approach to service delivery. Interactions amongst the various jurisdictions were perceived quite positively. Furthermore, staff showed a strong motivation to implement change provided care was taken in how that change was managed.

Service Canada Goal 2:

To have management systems and practices in place to guide the implementation of streamlining access to services.

This Service Canada goal was in line with the local partnership's interest in understanding the demographics and needs of their community's veterans and seniors. Therefore, the first step toward achieving this goal was to profile the local population. This profile indicated current and future trends for service usage. It also highlighted seniors' and veterans' preferences in accessing services. The local profile provided further evidence to substantiate the partnership vision.

Service Canada Goal 3:

To promote the Service Canada Philosophy to the public and to develop and sustain stakeholder ongoing support.

This Service Canada goal was placed lower on the priority list by the project proponents since it was targeted to go into place following a substantial amount of ground work. To meet the needs of the funders while serving their own action plan, the partners created sample materials which they presented to seniors and veterans organizations for their feedback. Full scale promotion of the project to the public is awaiting the completion of fundamental ground work within the partnership.

> *"Thus the local partnership was able to move their project forward while also meeting the funding mandates of Service Canada. Secure funding for the project continues to be an issue and has arisen as a key challenge in maintaining the momentum toward the vision with all partners able to participate fully."*

Element 2: Power Sharing ~ Memberships

This element of power sharing through membership on the project is built by examining who needs to be at the table to achieve the vision. In the Integrated Services for Seniors and Veterans project, the layers of the project meant that membership had to be vested with assuring the most appropriate person was in place to represent the partner and to provide the right level of authority to clear the way for the project to proceed. The representative also had to hold the right level of information to communicate about the logistics of making the project work in their jurisdiction. The membership issue was resolved for this project through its structure. Senior level clearance was established at the steering committee level while the working group level held the front line logistical clearance, knowledge, and authority.

The steering committee consisted of senior management representation from all partnering organizations.

Initially, the steering committee identified the key people needed to carry the work forward and assigned them to a working committee.

The working group has policy, program, and direct service representatives of the partners. This group's work is focused on moving the project forward and providing in-depth support to the operations of the project.

The site coordinators provide project information and training to the staff in their respective departments. They also act to build capacity and knowledge transfer for the project through their liaison activities between the respective departments, staff, and project management.

What to consider in forming a steering committee:

- Are the senior and top levels of the partnership represented?
- What does each partner expect to benefit or gain from their involvement?
- Are all partners represented?
- Are the terms of reference clear?
- Is there a commitment from each member of the steering committee to attend every meeting?
- Is there a clear indication of how often the committee will need to meet and for how long?
- Are there provisions to have back-ups for members who may need to be absent?
- The steering committee terms of reference should outline responsibilities and will likely include responsibilities for the overall project such as
    - direction through a work plan
    - monitoring
    - decisions
    - budget
    - securing training opportunities for the partnership working group

What to consider in forming a working group:

Group Diversity: Ensure all the sectors involved in the partnership are represented at the table so informed decisions can be made in a timely manner. Front line service providers as well as policy makers should be represented.

Authority: Ensure responsibilities are formally defined. What are the roles and responsibilities necessary to carry through the work? Who is going to:

- report to whom?
- follow up on outstanding issues?
- assure work is appropriately distributed?
- communicate information and in what fashion to the public? follow-up with the financial obligations required by the project budget?
- provide feedback, recommendations, and updates to various groups?
- organize workshops (or delegate these activities)?

Commitment: Ensure established or fair degrees of involvement/expectations among group members. Do members have:

- terms of reference or knowledge of the work to be done prior to commitment to their role?
- opportunity to volunteer as a member [as opposed to being appointed]?
- opportunity to review the terms of reference as a committee to clarify areas?
- a clear indication of the duration of their work?

Resources: Ensure there is efficient composition of the group to accomplish the work required within the limited staff, time, energy and resources available. Work out the resource issues and funding up front through a formula for equitable sharing of the financial load.

Accountability: Ensure you clarify how members will relate to one another.

Element 2: Power Sharing ~ Commitments

The partnership process functions best where explicit and detailed terms of reference reflect each partner's commitments and obligations to the work. The terms of reference should be explicit about the time and resources required from each partner, the structure of the partnership and project organization, and the lines of communication. It is in the terms of reference where elements of power sharing are made explicit: risk, responsibility, and resources are articulated. In the ISSV project, joint management of the project showed power sharing across the levels of the project management structure.

Building the terms of reference: What to include:

• Purpose	Why are we doing this?
	What are our ethical considerations/mandate for all parties?
• Requirements	What results do we want to achieve and avoid?
• Scope of the work	What will our work include and exclude?
• Project Organization	How will the work be done?
• Authority Relationships	To whom will you report?
	How often?
• Estimate of time	Approximately how long do you expect the work to take?
	What are the expected dates for draft and final reports?
• Estimate cost/resources	What are our human and technical resource needs? Include in-kind as well as material contributions. Funding is key and should be secured. A common stumbling block for partnerships is in securing the resources for the collaborative work.
• Communication	How shall the partners keep each other informed and updated?
	Who needs to know about the work being done?
	How will they find out, by whom and when?
	Signing by appropriate authorities

Step Two: Partnership in Action

Figure six below shows that partnership in action is dominated by the element of increasing capacity. Capacity to achieve the partnership's goals is built through clearly defined roles, responsibilities, and plans. Plans for action, communication, and resource procurement and utilization all move the partnership toward its vision and goals.

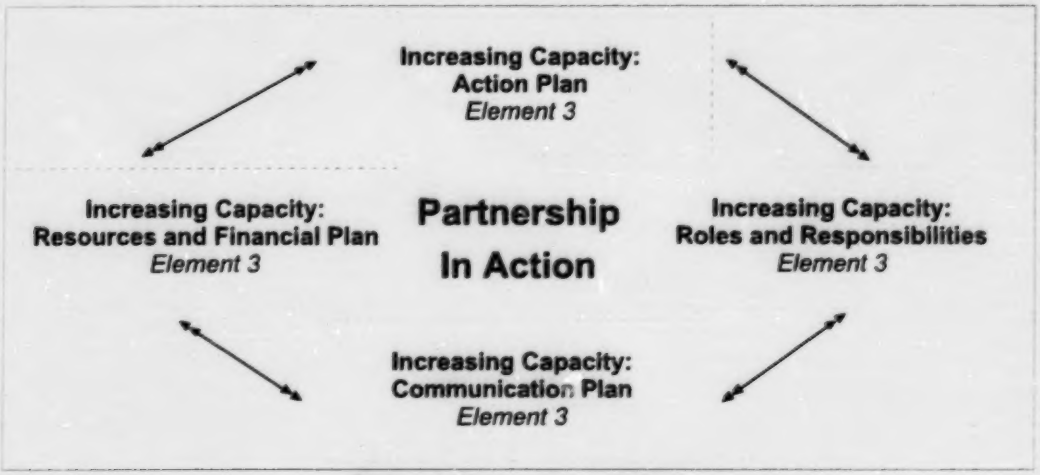


Figure 6: Partnership in Action.

Element 3: Increasing Capacity ~ Action Plan

The working group was tasked with implementing the partnership for integrating services on the front line level. As such, it was the working group that needed to assess the strategies and barriers for the project achieving its goals. The action plan is the method the partnership will use to realize its goals. The working group developed an action plan and brought it back to the steering committee for input and approval. Developing the action plan with partnership at the core assured the right people were in place to move the project across the jurisdictions.

Once approved, it was up to the working group to implement the action plan.

Appendix D contains a template for an action plan.

Element 3: Increasing Capacity ~ Roles and Responsibilities

> *"Clarity in roles and areas of responsibility is one of the key elements to a successful partnership. This is part of the power sharing aspect of the partnership."*

For a partnership to work, each partner's role and area of responsibility needs to be articulated. People around the table need to know what they're doing together.

Each level of the project, from steering committee, to working group, to front line staff had differing roles and responsibilities in order to make the multi-jurisdictional partnership work.

It was the role of the steering committee to oversee the project in a general sense. To have intergovernmental partnership work on the level of the steering committee, there needed to be a recognition that each level of government was working toward a common goal and that the role of each partnering agency was to facilitate the removal of barriers within their respective organizations.

The working group role was to build and follow through on an action plan to ensure the project achieved its goals. To have the partnership of various government agencies work on this level required support from the other two levels of the project. The working group needed to have the support and leadership of top management. They also needed the willingness and commitment of staff to participate in workshops and other opportunities that were created. These commitments needed to go across jurisdictions.

Working group members were responsible for working through challenges around aligning operations. These included experiences around the partnership process in terms of the:

- impact upon staff
- interactions among jurisdictions
- facilitators (people, policy, resources) to moving the project forward
- barriers to the project

Front line staff's role was to envision making the project work for the clients. They were responsible for participation in workshops and job shadowing opportunities.

> *"Front line staff made the project come alive"*

While front line staff saw a great deal of potential in developing more effective working relationships/mechanisms between the various government partners, they also acknowledged differences to take into account. These differences would be part of the make-up and culture of the various levels of government. There would be differences with respect to legislation, mandate, resources, and service philosophies/methods. Differences would also exist in terms of level of capacity regarding electronic tools/systems, physical locations/set-ups, and differences in human resources and policies. These human resource differences could be complex: ranging from classification, credentials, salary, training opportunities, through to hours of work. While these differences would not be insurmountable, they would present challenges to a fully integrated system and staff would need to see acknowledgement of the differences.

Element 3: Increasing Capacity ~ Communication

Communication between the partners needs to occur at every level of the project.

This requires attention to partnership issues at the steering committee, working group, and front line staff levels. In addition to communication across levels of the project, attention also needs to be given to communication with clients about the project.

Front line staff were very concerned about what they were permitted to share across jurisdictions. The challenge for the project was to provide clear guidelines to empower staff in their collaborations. In order for the working group to develop its guidelines, it needed leadership and partnership cooperation at the level of the steering committee.

A communications plan was developed by the steering committee to focus on communications among the partners.

Appendix E contains a communication strategy template.

Things to consider when building a communications strategy

- What are your communication layers? What are your internal project communication needs within the steering / working group and within respective partnering organizations? What are your communication needs to the general public?
- What is the purpose underlying each piece of communication?
- What is the best media format to convey your purpose/message?
- How often do you need to communicate?
- How much detail will your audience require?
- What is the literacy level of your audience?
- What opportunity for feedback on the content as well as the process of the communication can you provide?

Element 3: Increasing Capacity ~Resources / Training

In the ISSV project, resources were required at the level of the working group as well as at the front line staff level.

What to consider when providing resources to the group

- Physical Needs
- Financial Requirements
- Human Resources
- In-Kind Partnership Contribution
- Externally Purchased / Sub-contracted Resources

Resources for the working group include the people assigned to carry out the project work. Not only must the working group have representation across the relevant sectors but the representatives must be able to carry out the roles and responsibilities necessary to keep the project moving.

Things to consider for training and resources for front line staff

- Take an inventory of training / resource needs (for example a checklist)
- Conduct a mapping of assets each partnering organization contributes through staff's strengths and skills.
- Produce a cross-listing of the two lists to produce a partnership enhanced mapping of Assets by Needs.
- Generate a plan to provide coherent training across the levels of the project's implementation following a Just-in-Time training model. The Just-in-Time training model ensures training occurs when and where staff can put it into practice.

During the initial phases of the ISSV project, front line staff attended multi-service workshops. The workshops were geared to enhance communication and understanding around services within each jurisdiction. Staff found them particularly useful in trying to better understand the duplication in services and increasing the comfort level of partnering. Staff endorsed the workshops as powerful learning tools.

Appendix F contains more information on the workshops and some of the tools used.

Out of the workshops, a video was produced to capture the essential vision of the project. Through role plays, staff were able to experience some of the dilemmas seniors and veterans face in dealing with the system. The video captured these learnings for others and is a useful tool in promoting the goals of the project.

Appendix B is a description of the video, its production and information on how to obtain copies.

Front line staff also had the opportunity to participate in a job-shadow initiative between Home Care and Support Queens Health Region and Veterans Affairs (PEI District Office). To facilitate this, managers compiled a list of interested staff across disciplines. Job-shadowing involved staff gaining exposure to work activities in each other's jurisdictions, usually for 1 day. The initiative was funded in-kind by partnering agencies. In follow up interviews conducted three months after the job-shadow experience, staff were maintaining a strong endorsement for this approach to learning. Evaluations of the job shadow experience indicated the endeavour was valuable to staff in terms of a) strengthening opportunities for learning about the respective organization, and b) enhancing opportunities for communication. There was strong support for the continuation of the job shadowing initiative. However, a different focus for job shadowing was recommended by managers. It was deemed that the types of experience gained in attending team meetings and agency overviews would be more beneficial than 'going on the road' to watch the other person perform their assigned duties. Connected to this, longer term work swaps were arranged where staff in Home Care worked in Veterans Affairs and vice versa. These were funded as part of the regular budget for each agency.

> *"The single most effective element in this project from the perspective of front line staff were the opportunities for building relationships with each other across jurisdictions around a common client. Having a common client propelled staff to work together."*

Step Three: Partnership Monitoring

Figure 7 shows the ongoing process of partnership monitoring which becomes the final developmental step. This figure shows the cyclical aspect of keeping your partnership on track.

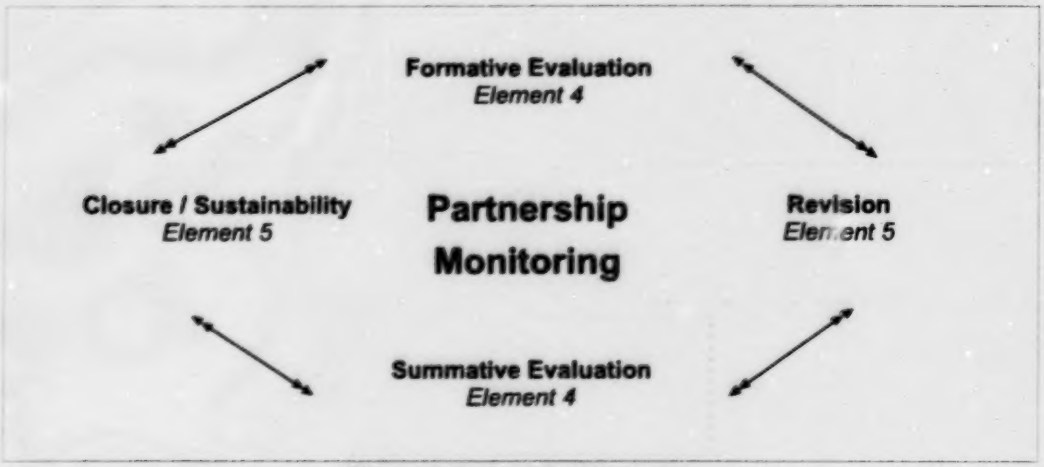


Figure 7: Partnership Monitoring

Element 4: Evaluation

The ISSV project contracted with an independent evaluator to assess their project.

The evaluator used a variety of data sources to review the project, including a document review, a secondary analysis of job shadowing and workshop evaluations, a survey of working group members, a staff survey, and review of a video produced for the project.

Part of the report highlighted the strengths and limitations of the project with recommendations for next phases of the project. Attention to resources was a key consideration in the evaluation.

> *"Time compression was a major stressor in this project and future work needs to consider how this can be managed."*

Evaluation gives you feedback on your successes and your limitations and in so doing provides evidence for your decisions about future directions.

Element 5: Revisions

Based on the assessment of the partnership / project, revisions may need to be made in how the work is carried forth.

The evaluation for the ISSV project highlighted two general themes for future work. One theme centered around the utility of an enhanced terms of reference which would be explicit about time, resources, structure, and communication. The other theme centered around generic lessons and included how to work with Services Canada, the impact of time compression upon the work, steering committee effects and process issues.

Staff across the jurisdictions identified 7 key themes which related to the logistics of making the partnership work well:

- the importance of ongoing education,
- technological challenges,
- balancing client needs against organizational limitations,
- issues of confidentiality and information sharing needs,
- partnering based on the common client,
- communication processes and issues, and
- the centrality of support from senior management.

Element 5: Accomplishments

Another valuable aspect of evaluation is the recognition of goal accomplishments.

This can be done either formally or informally depending upon the group's wishes. Regardless the format, it is important for group momentum and future work to celebrate the victories along the way.

One way the ISSV project recognized its accomplishments was through their evaluation reports. The evaluator's report commended the project for its considerable foundational work. Staff's investment in the process, both at the level of the working group and the front line staff, was recognized. Some of these accomplishments included: documenting lessons learned, tackling the complex issues of privacy and security across federal and provincial boundaries, creating common tools to reduce duplication, and identifying common clients to allow for earlier interventions of partnering and joint case management.

Element 5: Closure / Next Steps

Just as partnerships are formed, so too must they change as the group achieves its mandate. Sometimes the change means putting a sustainability plan into play so that accomplishments can be maintained. At other times, the change also involves an evolution in the mandate of the group to go onto the next logical steps in the work.

Closing a partnership with integrity means taking care that the partners leave secure in the knowledge that their accomplishments will have a legacy.

The ISSV project structure depicted in Figure one served for the first two years of the project. Currently, a different managerial structure is being negotiated to provide direction and leadership over the next steps toward enhancing access to services for seniors and veterans.

Chapter 5: Conclusions

This practical manual was developed to profile the Integrated Services for Seniors and Veterans project in Prince Edward Island. In profiling this one example of intergovernmental partnership and in providing some theoretical underpinnings for partnerships in general, it is hoped that others can use and build upon our example. Each partnership will have its own set of strengths and limitations. No manual can produce a guarantee of success. What it can do is provide some sign posts along the way as you create your own partnership pathways.

Key Issues for Terms of Reference

Based on the experience of others involved in partnership building, there are some common pitfalls (p 2-3) to watch for. Knowing about these key issues can facilitate your partnership's problem solving at an early point.

Management Model

What management structure will work best for your particular partnership?

Structure

In outlining your structure, clarify each partner's roles and responsibilities. Detail how each partner relates to the project work.

Authority

This is a particularly challenging aspect to partnering. To the extent the partnership garners autonomy from their respective jurisdictions the greater the efficiency and potential for success.

Time and Resources

Partnerships take considerable work and resources to establish. The efficiencies usually come after considerable investments. Being prepared for this reality can not only head off frustration for members, but also enable the members to plan appropriately for the development of the partnership.

Communication

This is central to any partnership. How can you best communicate with one another? How can each member of the partnership participate in and facilitate ongoing communication? What mechanisms do you have for problem resolution?

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Appendix A: Additional Resources

Selected Internet Resources

The Ontario Prevention Clearinghouse, http://www.opc.on.ca/pubs/, and in particular, their Dynamic Partnerships publication: http://www.opc.on.ca/pubs/facts/partnerships/index.html

Journal of Organizational Change Management, http://www.emeraldinsight.com/jocm.htm

Training and Development Community Center, http://www.tcm.com/trdev/

Free Management Library, http://www.mapnp.org/library/

Basic Context for Organizational Change, http://www.mapnp.org/library/mgmnt/orgchnge.htm

Selected Books and Articles

Learning Practices: Assessment and Action for Organizational Improvement. Prentice-Hall: Upper Saddle River, NJ, 2001.

How Organizations Learn: An Integrated Strategy for Building Learning Capability. Jossey- Bass: San Francisco, 1998.

An OD Approach to Building Organizational Learning Capability. OD Practitioner, Volume 29, 1998.

Gearing up to become a learning organization. The Journal for Quality and Participation 20: 12- 14, 1997.

Organizational learning style as a core capability. In B. Moingeon and A. Edmondsen (Eds.), Organizational Learning and Competitive Advantage, pp. 38-55. SAGE: London, 1996.

Culture and planned change in an international organization: A multi-level predicament. International Journal of Organizational Analysis 4: 352-372, 1996.

Understanding organizational learning capability. Journal of Management Studies 33: 361-379, 1996.

Understanding organizations as learning systems. Sloan Management Review Winter: 73-85, 1995.

The role of assumptions in implementing management practices across cultural boundaries. Journal of Applied Behavioral Science 29: 311-327, 1993.

Appendix B: Video

A video was created by staff to demonstrate the plight of the veteran/senior trying to access information or assistance within the existing system. The video portrayed a vivid and educational picture of seniors' experiences and heightened an awareness of how to respond better to the needs of the senior client/family through streamlining access across jurisdictions.

The video was created as part of the project. One staff member wrote the script. Participants in the workshops were the actors. Production costs were in-kind contributions from partners. The only project costs associated with the video were purchase of the tapes and reproduction.

A screening copy of the video can be obtained by contacting:

Rhonda Cooper
District Director
PEI Veterans Affairs

phone: (902) 566-8674
fax:(902) 566-8689
email: rjcooper@vac-acc.gc.ca

Appendix C: Sample Workshop Evaluation Tools

Workshop Evaluation Form

Title of Workshop: _____ Date: _____ Place: _____

Your Profession: _____

Do you work for (✓) ❑ Veterans Affairs Canada ❑ Home Care Support ❑ Department of Health and Social Services

❑ City of Charlottetown Other (specify _____)

Instructions: Circle the number corresponding to your opinion.

			Poor			**Excellent**
	What was your level of knowledge of this topic					
1.	Before the Information Session?	1	2	3	4	5
2.	After the Information Session?	1	2	3	4	5
			Not at all			**Completely**
3.	Overall, how satisfied are you with this presentation?	1	2	3	4	5
4.	To what extent were your expectations met?	1	2	3	4	5
5.	Was the presentation content appropriate?	1	2	3	4	5
6.	How well was the presentation organized?	1	2	3	4	5
7.	How useful were the materials?	1	2	3	4	5
8.	How appropriate were the facilities?	1	2	3	4	5
9.	The information was hard to understand.	1	2	3	4	5
10.	There was too much information.	1	2	3	4	5

11. How could we improve future presentations?

_____

_____

_____

12. What future workshops or tools would assist you in developing better partnerships with other organizations?

13. For future sessions, would you prefer, please check (✓)

❑ full day sessions ❑ half day sessions ❑ 1-2 hour sessions ❑ other, specify_____

14. Any other comments to share about today's presentation?

Your participation in today's presentation is appreciated. Thank you.

Appendix D: Action Plan Template

Action Plan Template

Task	Activities	Target Date	Status
Main Task 1	Sub-tasks of Main Task 1		
Main Task 2	Sub-tasks of Main Task 2		
Main Task 3	Sub-tasks of Main Task 3		

Appendix E: Communication Strategy Template

Communication Strategy Template

Audience	Communication Tool	Action / Timing	Key Messages

Appendix F

Workshop Information Half Day Sessions

Purpose for participants:

- to learn more about the project
- to become familiar with the challenges faced by many seniors who try to access a multi-tiered service system
- to network with each other and to become familiar with each other's roles and functions and the roles of the organizations and agencies who share a common client
- to explore ways in which staff can work more effectively to ensure services are provided in a responsive and relevant manner
- to identify what additional knowledge and supports participants need to work more effectively to provide a better service to a common client

Agenda for half day session:

1:00 Icebreaker Activity

1:10 Review of Workshop Objectives and Agenda

1:15 Overview of Project Initiative

1:20 Introduction and Instruction - Role Play Activity

1:30 Role Play Activity

2:15 Break

2:30 Small Group Activity - Discussion using guided questions

3:00 Large Group Feedback

3:30 Explore Challenges to Future Collaboration

3:45 Complete Survey - What Information / support would be helpful to front line people.

4:00 Summary Closure

4:15 Adjourn

Workshop Information Full Day Session

The second series of workshops were day-long sessions designed to give participants an opportunity to explore and discuss issues relevant to inter-agency collaboration. They were encouraged to give input around how systems could work together more effectively. Each session began with a brief reorientation to the goals and objectives of the project and a summary of key feedback from the half day session. Before getting into the small group discussions around collaboration issues, two information sessions were presented to workshop participants.

Presentations:

1. A comprehensive presentation on the provincial government website and of Info-PEI from the Department of Development.
2. A presentation on the consequences and impacts of our aging society on the National, Atlantic, and Provincial levels. This presentation was provided by the project coordinator.

Agenda for full day session:

8:30 Welcome
8:50 Information Sessions
Info-PEI
Aging on PEI - Demographic Profile
10:30 Break
10:45 Introduce Small Group Discussion Tasks
Screening
Client Consent
Shared Service Delivery Processes
11:00 Small Group Discussions
Screening
11:45 Summary
12:00 Lunch
1:00 Small Group Discussion
Client consent (client and organizational)
1:45 Summary
2:00 Small Group Discussion
Shared Processes
2:30 Break
3:00 Summary
3:15 Large Group Feedback
3:30 Next Steps / Evaluation / Closure

Integrated Services for Seniors and Veterans Project
Multi-Services Orientation Workshops
March 8-9, 2000

Participant/Observer Tasks:

The key purpose of the role play is to involve us in critically assessing the process. Each of us is to observe the process and the series of interactions between the client family and the service delivery system. Critically analyse it from a "client centred - user friendly" perspective.

As you watch the role play unfold, note the types and frequency of things that happen which strike you as being awkward or confusing for the client family. Things like:

- The number of different people who become involved in "sorting out" what the family needs are, and how best to respond.

- The number of times the family is engaged to explain/describe what its needs are.

- The type of language (words, phrases) that various people use to explain their role and/or their services.

- The number of service assessments that are being administered, and the number of service providers who must coordinate their efforts as they carry out their various roles.

- The number of distinct service systems that have become ultimately involved with this family.

Integrated Services for Seniors and Veterans Project
Multi-Services Orientation Workshops
March 8-9, 2000

Small Group Discussion Activity:

The small group discussion activity is intended to give workshop participants an opportunity to discuss their impressions and "learnings" from the role play activity. The role play will have demonstrated a number of the service delivery barriers and/or challenges that many seniors/veterans face on an ongoing basis. Small group participants are invited to explore their impressions and perspectives of the role play situations using the following questions as a guide.

Small Group Discussion Questions:

1. As a service provider, what were your impressions of some of the service challenges portrayed in the role play?

2. In your view, what are some of the potential reasons behind some of the challenges?

3. Looking at the role play from the family's perspective, what were some of the concerns/issues that they faced?

4. Using the insights that the role play has provided, what are some of the changes that could make service access and/or delivery easier for seniors and veterans?

5. What sort of new tools or other supports do you need to make some of these changes?

Appendix G: Tools Used in the Evaluation

INTEGRATED SERVICES FOR SENIORS AND VETERANS Project
November 1, 2000 - March 31, 2001

WORKING GROUP INTERVIEW

Introduction:
My name is _____ and I am a research nurse with Evaluation Services of the PEI Department of Health and Social Services. I am interviewing the Working Group committee members about the Integrated Services for Seniors and Veterans project. The purpose of the interview is to conduct an evaluation of the project.

If you agree to participate, the interview will take about 15 minutes of your time and will be about your perceptions of change taking place in the areas of: Co-location, Legislation, and Service delivery
If you agree, I would like to tape record this interview. Your interview will be anonymous and the tapes will be accessed and kept secure by evaluation services staff until destroyed.

Turn Tape Recorder On

Do you agree to have your interview for the Integrated Services for Seniors project tape recorded, knowing that any information you provide will be kept secure and presented anonymously in any reports produced?
Yes No

Let's begin. . . .

The ISSV project lends support for the integrated approach to service delivery.
1. In what way are you proceeding to contribute to an integrated approach to service delivery?

Co-location is a term for sharing common service space for federal, provincial and municipal programs.
2. In your opinion, how feasible is the concept of *co-location* to the ISSV project ?

One of the purposes of the ISSV project was to enhance service delivery efforts by identifying the common client.
3. In your opinion, how has the identification of the common client resolved service delivery issues ?

In last October's Evaluation report various challenges and recommendations were identified. For the next few questions I'm going to ask your opinion on the following items and how they are impacting upon the project since October.

Please tell me how much you agree or disagree with each of the following statements:	Agree a lot	Agree a little	Neutral	Disagree a little	Disagree a lot
4. I know what is expected of me as a member on the working group.					
5. I have sufficient resources to accomplish the project work.					
6. I have adequate time to accomplish the project work.					
7. Technological issues are being addressed by the partnering agencies.					
8. There is opportunity for open communication among the partnership groups.					

An important issue needing resolution, as identified by front-line staff, centered around confidentiality.

9. Since the October 2000 evaluation, what steps have taken place to optimize effective client-centered communications among the front-line partners?

When reflecting upon the many *lessons learned* identified in the project evaluation of October 2000, consider the process necessary for working in an integrated approach.

10. In your opinion, how could this process be enhanced in future initiatives?

11. Is there anything we haven't discussed about the project that you'd like to add?

Your participation in this questionnaire is appreciated!

INTEGRATED SERVICES FOR SENIORS AND VETERANS Project
November 1, 2000 - March 31, 2001

STAFF INTERVIEW

Introduction:
My name is _____ and I am a research nurse with Evaluation Services of the PEI Department of Health and Social Services. I am interviewing staff members about the Integrated Services for Seniors and Veterans project. The purpose of the interview is to conduct an evaluation of the project. You may recall attending workshops or participating in job-shadowing activities as part of this project.

If you agree to participate, the interview will take about 10 minutes of your time and will be about your perceptions of change taking place with the work you carry out on your client's behalf.

Your interview will be anonymous. If you agree, I would like to tape record this interview. The tapes will be kept secure and accessed only by evaluation services staff. Once the analyses are completed, the tape will be erased.

Turn Tape Recorder On

Do you agree to have your interview for the Integrated Services for Seniors project Phase II tape recorded, knowing that any information you provide will be kept secure and presented anonymously in any reports produced? Yes No

Let's begin . . .
Since the fall of 2000, you attended an information session on the ISSV-2 project with staff from the other partner groups: Veterans Affairs, Health and Social Services, Queens Health Region, the city of Charlottetown and HRDC.

1. In your opinion, and when considering the common client, how is the approach to your work changing?

As with any new initiative, there may be facilitators and barriers to the project work.
2. What is it like to apply a partnership initiative into your work?

Prompts: What difficulties have you experienced? What is making it easier?

For the next few questions, I am going to ask your opinion pertaining to the work you carry out on your client's behalf . Please tell me how much you agree or disagree with each of the following statements.

So, for the work you carry out on your client's behalf. . .	Agree a lot	Agree a little	Neutral	Disagree a little	Disagree a lot
3. I know who to contact in response to a client's needs in the partner organizations.					
4. I have contacted resource people in the partner organizations.					
5. I am comfortable contacting resource people in the partner organizations.					
6. I am comfortable being asked to share information with the partner organizations.					
7. I feel my input is valued in the partnership approach to service delivery.					
8. I am comfortable with the information provided about identifying a common client.					
9. I know my role in the joint case management approach to service delivery.					
10. I am supported by management in the learning process of integrating our services for the common client					
11. I have up-to-date information on the project. Please explain: (Reinforce/suggest improvements)					

I am interested in your ideas that would help to move the project forward.

12. What suggestions would you like to offer on this issue?

13. Is there anything we haven't discussed about the project that you'd like to add?

Your participation in this questionnaire is appreciated!

INTEGRATED SERVICES FOR SENIORS AND VETERANS
Project STEERING COMMITTEE INTERVIEW

Introduction:
My name is_____ and I am a research nurse with with Evaluation Services of the PEI Department of Health and Social Services. I am interviewing the Steering Committee members about the Integrated Services for Seniors and Veterans project. The purpose of the interview is to conduct an evaluation of the project.

If you agree to participate, the interview will take about 10 minutes of your time and will be about:

1. your understanding of what the project is about
2. facilitating an integrated approach to service delivery, and
3. the project's impact on seniors and veterans in the Queens Health Region

If you agree, I would like to tape record this interview. Your interview will be anonymous and the tapes will be accessed and kept secure by evaluation services staff until destroyed.

Turn Tape Recorder On

Do you agree to have your interview for the Integrated Services for Seniors project phase II tape recorded, knowing that any information you provide will be kept secure and presented anonymously in any reports produced? Yes No

Let's begin. . . .

1. In your own words, please share your understanding of what the Seniors and Veterans project is about.

The 'integrated approach' concept has been an integral part of the ISSV project.

2. In your own words, how are you facilitating an integrated approach to service delivery in your organization?

The primary intent of the ISSV project is to improve services to seniors and veterans in the Queens Health Region.

3. In your opinion, is this project moving toward accomplishing its primary goal of integrated services for seniors and veterans? Please explain:

Currently, the construction of a new Government of Canada building is underway.

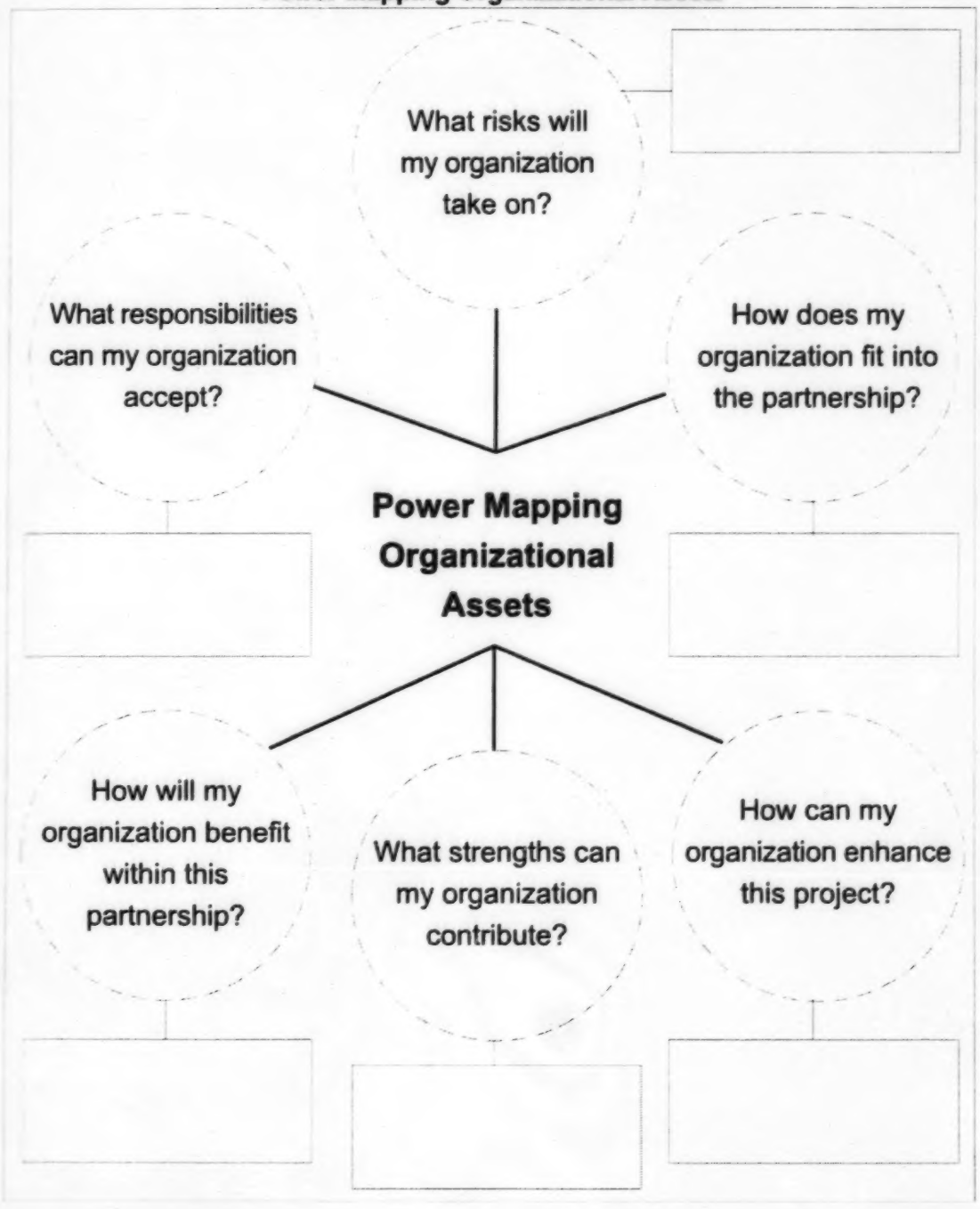
4. In your opinion, would your organization participate in the establishment of a common Service Center for Seniors at this new site? Please explain:

5. Is there anything we haven't discussed about the project that you'd like to add?

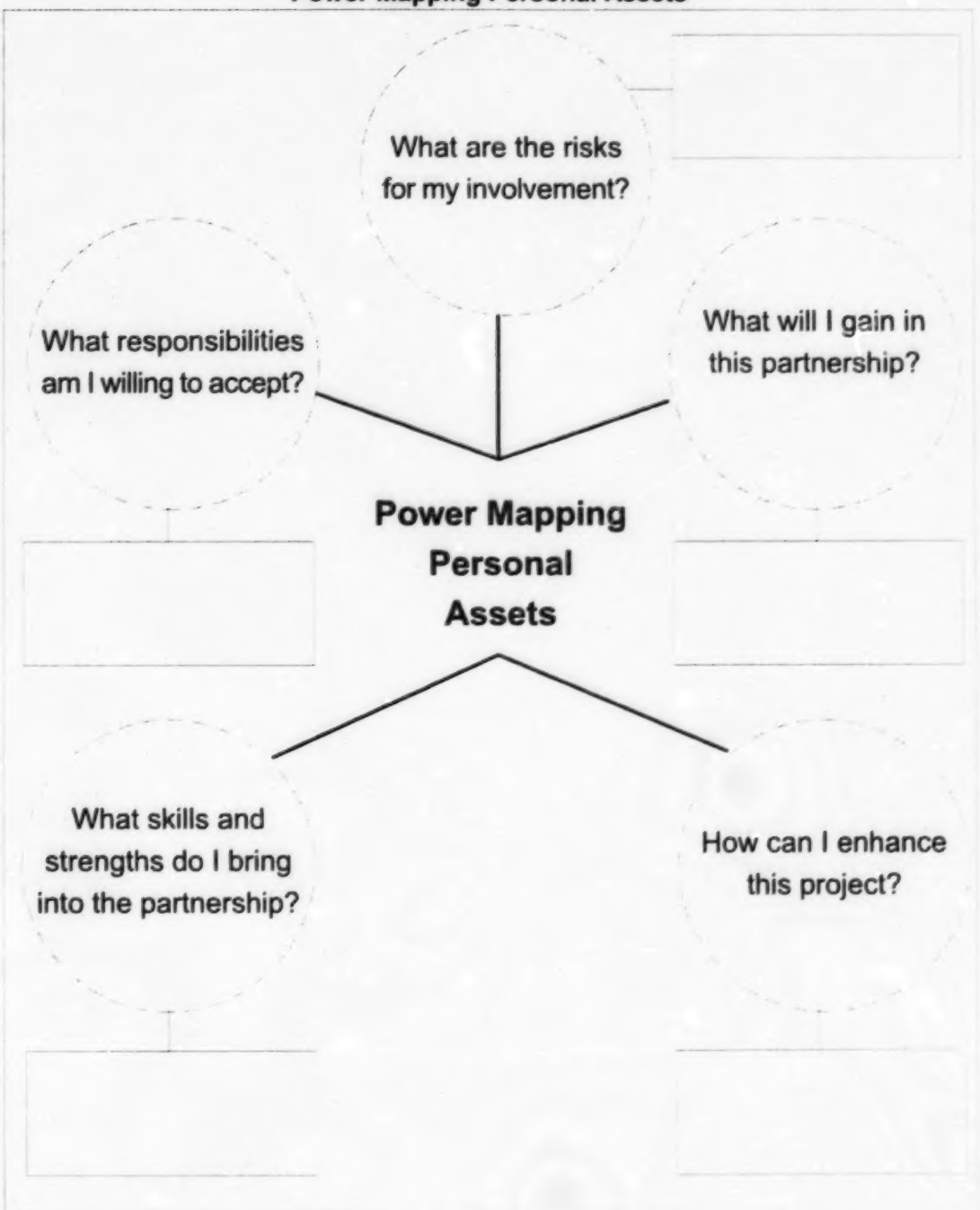
Your participation is appreciated !

Appendix H: Power Mapping Tools

Power Mapping Organizational Assets


What risks will my organization take on?
What responsibilities can my organization accept?
How does my organization fit into the partnership?
Power Mapping Organizational Assets
How will my organization benefit within this partnership?
What strengths can my organization contribute?
How can my organization enhance this project?

Power Mapping Personal Assets


What are the risks for my involvement?
What responsibilities am I willing to accept?
What will I gain in this partnership?
Power Mapping Personal Assets
What skills and strengths do I bring into the partnership?
How can I enhance this project?